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or where or how they are fertilized. There is an exercise on the development of the hen's egg, and the use of the incubator is suggested so that the hatching of the chickens may be observed. There is no suggestion of how mammals reproduce. No word of criticism is too severe for such an omission.

The last chapter (viii) is on poultry. Seven groups or classes of chickens are described, and their relative values discussed.

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Cicero, Seven Orations: With Selections from the Letters, De senectute, and Sallust's Bellum Catilinae. Edited by WALTER B. GUNNISON and WALTER S. HARLEY. New York: Silver, Burdett & Co., 1912. Pp. xlii+501.

The general arrangement of the book is that which was followed in the Caesar text which preceded it—that is, sufficient grammar has been furnished for the full explanation of the text, with careful references to all the standard grammars for fuller explanation. This is followed also by exercises in prose composition giving as much as usually can be done during the year by an ordinary class. A very careful effort has been made to present the essential grammatical points of the author and the essential characteristics of his style.

The text comprises the six orations commonly read in schools with the ordinary form of annotation for preparation outside the class, the *Pro Marcello*, and the other selections from Cicero and Sallust with brief footnotes, chiefly translation, for use in translation at sight.

The purpose of the edition, according to the citation above from the Preface, is that "sufficient grammar has been furnished for the full explanation of the text." If that is true, what is the advantage of giving "references to all the standard grammars for fuller explanation"? When analyzed, this means that the present book contains all in the way of grammar that the pupil needs, but references are given to the standard grammars in case he wants more information than he needs. Surely one system or the other is unnecessary. But the repetition goes even beyond this, for it frequently happens that the grammatical explanation of the text is given in the notes, together with references to the grammatical sections in the book and also to the standard grammars. I believe it is absolutely wrong, in the interest of the ultimate salvation of the pupil, to include an abbreviated grammar with the text. But that is a general question into which I shall not enter at present. I might add that the grammatical sections are boiled down to a minimum, but admirably done, and if I believed in the principle at all I should laud this highly.

The other feature of the book that is specially noticeable is the inclusion of exercises in prose composition. These are excellently worked out, and will give satisfaction to those who have been disturbed by the trend of composition

books of recent years. Each exercise is intended to illustrate some principle of syntax, and is preceded by grammatical references on each division of the topic. The lessons are divided into two parts, the first containing isolated sentences, and the second made up of a continuous passage. The syntax and vocabulary of both are based on chapters of the text. It is syntax, systematized syntax, and that alone that the pupil needs, and a thorough knowledge of syntax is what every college teacher desires. The recent method of continuous prose and haphazard treatment of syntax by way of composition has proved a lamentable failure.

An outstanding feature of the book is the large number of illustrations; there are about one hundred of them, scattered everywhere through introduction, text, and notes. They are well chosen, and cannot fail to prove both entertaining and instructive to the user. It seems a pity that an old picture of the Forum was inserted, labeled "as it is today." Exception might be taken to one or two others, but in general they are excellent.

In summing up my impression of the book, I should say that if the sections on grammar were omitted, and the inaccuracies and obscurities removed, especially from the introduction, the book would deserve much praise by reason of its general plan and some interesting features.

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A Practical Guide to a Scientific Study of the German Vocabulary. By AUGUST PREHN. Oxford University Press, 1912. Pp. xi+257. \$0.75.

It is gratifying to read in the preface of this book the reasons that impelled the author to produce this *Guide to a Scientific Study of the German Vocabulary*. The following excerpts will best convey an idea of the author's position. He says: "In the present manner of teaching the vocabulary of the German language much time and energy are wasted. This waste is due chiefly to a general lack of system in the traditional method of teaching a vocabulary. . . . After pupils have received instruction for two or three years, they are unable to read at sight an easy German book, and neither they nor their teachers have cause to remember with pleasure these years of toil. . . . In preparing this book the author has been guided by the following beliefs: (1) that the vocabulary of the German language may easily be grasped by ordinary minds, (2) that acquiring a vocabulary is the most important feature in learning the language, (3) that grammar is a subordinate part of the work, (4) that the vocabulary and the grammar of a language should be acquired simultaneously, (5) that the grammar ought to be used as an aid in securing correctness."

To remedy the defects alluded to, the author presents an organization of the vocabulary that is to launch the pupil easily but rapidly into the language. The lists of words comprising the book are given in four chapters under the